

Persuasive Essay Unit of Study

Name: _____ Date: _____

	4	3	2	1
Demonstrates meaning and significance	Thesis, anecdotes/examples, and research all worked together effectively. Impact of the essay reached beyond the author to touch others as well. Caused the reader to reflect on their own life. (Wow factor)	Anecdotes/examples were written through the lens of the thesis. Topic of the essay was persuasive in nature and directly impacted the author and their own thoughts and ideas.	A thesis, examples/anecdotes, and research were evident but did not work together to support one idea. Topic of essay was based on the experience of the author but didn't demonstrate persuasive thoughts and ideas.	Topic generated is not conducive to research. There is no evidence of persuasion to the topic.
Demonstrates Elaboration	The writer makes a logical, emotional or moral appeal to specific audience and addresses the opposing arguments in an effective way.	The writer makes a logical, emotional or moral appeal to specific audience in an effective way.	The writer attempts to make a logical, emotional or moral appeal to specific audience.	The writer does not make a logical, emotional or moral appeal to specific audience.
Demonstrates organizational structure	The placement of the thesis, anecdotes/examples, and research in the essay impacted the meaning. Variety of appropriate transitions are used to make the essay flow smoothly.	Structure that includes thesis, anecdote(s)/examples and research was evident. Transitions were used effectively to connect ideas.	Structure was attempted but at least one component was missing. Transitions were attempted but at times the reader was confused as to how ideas connected.	Two components of the structure were missing. Transitions were not attempted.
Uses correct conventions	All words are spelled correctly. Sophisticated punctuation is used to create complex sentences. Paragraphing is used to enhance the writing.	High-frequency words are spelled correctly. Ending punctuation is used properly. The piece is written in paragraph form.	Spelling errors begin to distract the reader. Ending punctuation is not used properly. Paragraphing is unclear.	Numerous spelling errors make the piece unclear for a reader. Ending punctuation is not present. Paragraphing is not attempted.
Uses varied writer's craft (Applies mini-lessons)	Writer consistently and effectively demonstrates understanding of mini-lessons and strategies given in class. They apply strategies in a way that is beyond grade level expectations.	Writer effectively demonstrates understanding of mini-lessons and attempts to apply strategies to their piece to increase the overall quality of the piece.	At times the writer demonstrates understanding of a mini-lesson or attempts to utilize a strategy. It is difficult to see evidence that the strategies were used effectively in the final piece.	Little or no evidence can be found that attempts were made to apply strategies of mini-lessons in the final piece.
Follows writing process	Improvements made to the essay went beyond the suggestions from others and demonstrated true revision as an author.	Improvements were made to the essay based on a variety of feedback (teacher, adults, peers, mini-lessons, conferences, etc.)	Limited revisions were made based on feedback or limited attempts were made to get feedback from a variety of sources.	Few if any changes were made based on feedback. Essay was not completed in time to allow for sufficient feedback.
Effort	Based on time given throughout the unit, it is apparent the author utilized time wisely both in class and outside of class.	Based on time given throughout the unit, it is apparent the author used their time wisely during most of the writing sessions.	It is evident that the author often did not use their time wisely in class.	Student did not demonstrate the ability to write independently and consistently needed multiple cues and reminders to stay on task during the unit.

Teaching Points	4 Above and beyond	3 Grade level expectation	2 Developing – not there yet	1 Minimal – below expectations
Generate ideas <ul style="list-style-type: none"> • Ideas • Themes • Issues • Anecdotes 				
Thesis statements <ul style="list-style-type: none"> • Focus of the essay 				
Structure <ul style="list-style-type: none"> • Anecdotes • Thesis • Research 				
Transitions <ul style="list-style-type: none"> • To improve the craft of the essay • Signal connections 				
Grammar <ul style="list-style-type: none"> • Paragraph format 				